



Handout to Accompany Webcast 3:

Using Item Specifications and Assessment Blueprints

| Here's What | So What | Now What? |
|--|--|---|
| <ul style="list-style-type: none">• What did you notice about the color coding?• Did you have more green or pink?• How does your enacted curriculum compare with the written curriculum? | <ul style="list-style-type: none">• What conclusion can you draw about the similarities and differences between your enacted curriculum and the written curriculum?• Looking at the assessment blueprint, how does the prioritization in the blueprint reinforce or vary from your usual practice?• How could the information on the blueprint impact your enacted curriculum? | <ul style="list-style-type: none">• How can you use item specifications as a reference for planning or as a supportive curriculum tool? |
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Reflection Question

What ideas do you intend to try in the next month?



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Script of Webcast 3

Using Item Specifications and Assessment Blueprints

Welcome. This webcast will help you to use the item specifications and assessment blueprints as curriculum documents that can support your classroom planning and instruction. This webcast is designed to be watched with a small group of people or in partners. It will lead you through a series of activities to help you process the information on the documents. To participate in the activities, you will need a copy of the item specifications and the assessment blueprint for your content area. You will also need the handout that accompanies this webcast and three different colors of highlighters or markers.

In the first activity, you will be comparing the written curriculum to the enacted curriculum. The written curriculum is the content of the Arizona State Standards. Ideally it has been studied, unpacked and filtered through the contexts of your setting. Please note, a textbook, a kit or a program is not considered curriculum in this definition. Those are materials that can serve as tools to help you teach the curriculum of the standards. The enacted curriculum is what actually happens in the classroom. It's the content that students are actually learning. To compare the written to the enacted curriculum, you will color code the notes column of your item specifications. Follow these codes:

Green – I consistently incorporate this into my enacted curriculum.

Pink- I would like to incorporate this into my enacted curriculum.

Yellow – Caution! I am not even sure what this is about.

Pause the webcast now to complete this activity.

Now that you are done with your color coding, you will compare it with a partner or group at your table. Bruce Wellman and Laura Lipton are experts in the collaborative inquiry process. They have a three step approach for studying data. Your color coding activity is data; it is new information. You will use their three-step process to participate in collaborative inquiry of your data. Please refer to the handout for this webcast. It shows a chart called *Here's What, So What, Now What*. First discuss these questions and record your notes in the first column of the chart:

- What did you notice about the color coding?
- Did you have more green or pink?
- How does your enacted curriculum compare with the written curriculum?



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Then you will move to the middle column of the chart and consider the assessment blueprint as well. Here are more questions to discuss at your table and record in the middle column of the chart:

- What conclusion can you draw about the similarities and differences between your enacted curriculum and the written curriculum?
- Looking at the assessment blueprint, how does the prioritization in the blueprint reinforce or vary from your usual practice?
- How could the information on the blueprint impact your enacted curriculum?

Finally, you will conclude with the hardest part – synthesizing your ideas into actions. The last question on your worksheet says: How can you use item specifications as a reference for planning or as a supportive curriculum tool? Discuss this question and record your notes in the third column of the chart.

Pause the webcast here to discuss and answer all of the questions on the handout.

You likely have generated a lot of great ideas in the previous activity, and perhaps you are motivated to try new things in your upcoming lessons. To help you make a commitment to what you are thinking right now, there is a reflection question on your handout. Take the time to answer this question: What ideas do you intend to try in the next month?

Thank you for your participation.